

External School Review Report Concluding Chapter

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**(The English translation is for reference only.
The Chinese original of the concluding chapter shall prevail.)**

Notes on the Concluding Chapter of the External School Review Report

1. All along, the EDB has been conducting External School Reviews (ESR) in a school-specific and focused manner, with a view to validating the effectiveness of school self-evaluation and giving schools suggestions for improvement. The ESR reports reflect the school performance during inspection. Upon receiving the ESR reports, schools should follow up on the suggestions provided by the ESR teams, unceasingly refine their work to increase effectiveness, and promote continuous development through self-improvement.
2. As always, schools are required to issue the contents of the ESR report to key stakeholders; at the same time, to enhance transparency, schools are encouraged to upload the full ESR report to the school website.
3. With the launch of the enhanced School Development and Accountability framework in November 2022, the EDB would upload the concluding chapter of the ESR reports to its website for public access starting from the 2023/24 school year to further enhance schools' transparency and accountability. By scrutinising the concluding chapter of different ESR reports, the public can have a preliminary grasp of the overall quality of education in Hong Kong, including its advantages and strengths, and areas for improvement.
4. The concluding chapter of the ESR reports refers to “Chapter 4 — Conclusion and Way Forward”. The judgments and suggestions in it are in line with the contents of the full reports, including the school context, overall effectiveness of school work and areas for improvement. Depending on the context and development needs of different schools, the length of the concluding chapter and the number of suggestions given vary slightly, and it is not advisable to make any comparison.

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Teachers of the school collaborate well with a shared vision to support students' growth. The school actively solicits external resources to enhance teachers' professional capacity and considers parents and alumni as partners. Different stakeholders support and recognise the school's development directions. One school's major concern in this cycle is "experience through learning; learning through experience". To promote students' engagement in learning, the school has launched various experiential learning activities. It has also refined its timetable to extend classroom learning. To enhance learning effectiveness, the school aligns learning, teaching and assessment closely. It creates teaching contexts that connect classroom activities to real-life situations, designs student-centred learning activities, and provides opportunities for student reflection. In line with learning objectives and focuses, the school effectively utilises diversified modes of assessment to evaluate student performance, helping them understand learning progress and improve learning. In response to educational trends, the school steadily promotes learning through reading, STEAM education, and enhancing students' information literacy, and allows students to engage in "learning by doing" and conduct "hands-on and minds-on" activities in developing their generic skills. Through a whole-school approach, the school promotes values education to foster students' whole-person development. Teachers are committed to nurturing students with love, enriching their learning experiences, and developing positive psychological qualities and proper values through various learning experiences. This helps students build good character and develop a sense of national identity. The campus is imbued with a harmonious and caring atmosphere, and a strong bond between teachers and students. Students love campus life and enjoy a happy relationship with their peers, showing a strong sense of belonging to the school. They are optimistic, confident and energetic. They are willing to express their thoughts and feelings. Students actively participate in activities and services within and beyond the school. They are filled with interest and curiosity about learning.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- There is room for improvement in the effectiveness of the school's self-evaluation (SSE). At present, committees are not able to review their work effectiveness against the targets in a holistic manner. The school needs to strengthen the capacity of committees in conducting SSE, devise specific expected learning outcomes and development goals, and make an integrative use of qualitative and quantitative self-evaluation data and information to comprehensively review

student performance against the targets, thereby informing planning and further enhancing the effectiveness of SSE.